

Section #4

KYAE Common Core Standards PD 2012-13

Unit 2

Translating Standards into Curriculum

Learning Communities Unit 2B

KYAE Common Core Standards PD 2012-13
Translating Standards into Curriculum
Learning Communities
Unit 2B

Desired Results

Established Goals:

- ❖ Learn the process for conducting lesson studies.

Understandings:

Participants will understand...

- ✓ Conducting Lesson Studies is an effective process in translating standards into curriculum.

Essential Questions:

- ✓ What is the purpose for conducting lesson studies?
- ✓ What are lesson studies?
- ✓ How do I write a lesson objective?
- ✓ What are the components of a lesson plan?

Participants will know...

- The purpose for conducting lesson studies.
- The definition of a lesson study.
- The parts of a lesson objective.
- The components of a lesson study.

Participants will be able to ...

- Identify the difference among standards, units, lessons, objectives and activities.
- Create a lesson objective.
- Review the process for creating a lesson study and a lesson plan.
- Evaluate a lesson plan.
- Analyze and connect concepts learned

In collaboration with the learning community team,

- Develop a lesson study and a

	<p>lesson.</p> <ul style="list-style-type: none"> ➤ Teach the lesson. ➤ Revise the lesson.
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ❖ Conduct a lesson study. ❖ Develop and revise a lesson plan. ❖ Teach a lesson or observe a lesson being taught. 	
Learning Plan	
<ol style="list-style-type: none"> 1. Participate in a Circle exercise. 2. Write a lesson objective from a unit. 3. Observe a video of a lesson being taught and critique the lesson. 4. Develop a chart connecting PD concepts. 5. Complete a lesson study and lesson plan template and post on ANGEL. 6. Choose one person to teach the lesson while others observe. 7. Revise the lesson and post to ANGEL. 	

KYAE Common Core Standards PD FY 2012-2013
Translating Standards into Curriculum
Course Map

Handout #1

Learning Communities Unit 2B

Course Goals

Understand the process for developing a lesson study and a lesson plan

Course Objectives

1. Identify the difference among standards, units, lessons, objectives and activities
2. Create a lesson objective
3. Review the process for creating a lesson study and a lesson plan
4. Evaluate a lesson plan
5. Analyze and connect concepts learned

Activity

1. Participate in a Circle exercise
2. Write a lesson objective from a unit
3. Observe a video of a lesson being taught and critique the lesson
4. Develop a chart connecting PD concepts

Timeframe

Face-to-Face
October

Work with learning community team to develop, teach, and revise a lesson

In collaboration with the learning community team,

1. Develop a lesson study and create a lesson
2. Teach the lesson
3. Revise the lesson

1. Complete a lesson study and lesson plan template and post on ANGEL
2. Choose one person to teach the lesson while others observe
3. Revise the lesson and post to ANGEL

Four weeks following the October Face-to-Face

Materials

Resources

MPR Associates & Susan Pimentel, Inc. (2009). *Standards-in-Action: Innovations for Standards-Based Education*. U.S. Department of Education: Office for Vocational and Adult Education

KYAE Common Core State Standards – English Language Arts

Handouts

1. Course Map
2. Template for a Lesson Study
3. Key Characteristics of Effective Lessons
4. Strategic Teaching
5. Template for a Lesson Plan
6. Lesson Study - Example
7. Lesson Plan Example
8. Lesson Plan Example Texts
9. Lesson Plan Revision
10. Lesson Study Guidelines
11. ORID Exit Slip

Participants will need to bring the four units of instruction they completed in Unit 2A.

Agenda

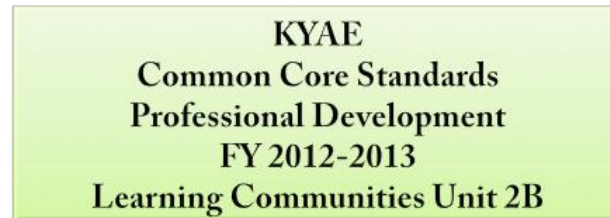
Section	Timeframe
Entering Activities	30 minutes
Conducting Lesson Studies – Choosing a Goal	50 minutes
*Break	15 minutes
Conducting Lesson Studies – Developing a Target	90 minutes
*Lunch Break	60 minutes
Conducting Lesson Studies – Creating a Lesson	35 minutes
*Break	15 minutes
Next Steps	35 minutes
Closure	30 minutes
Total Time	7 hours
* Breaks may be scheduled at any time throughout the session	

Entering Activities (Making Connections and Purpose)

Timeframe: 30 minutes



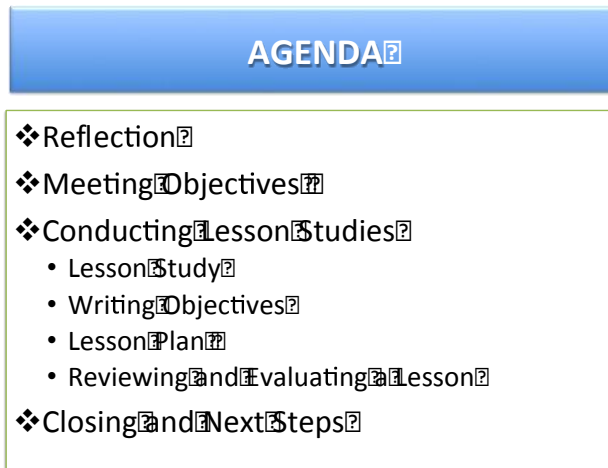
PPT #1- Translating Standards into Curriculum (Title Slide)



Translating Standards Into Curriculum: The Lead Standards Approach



PPT #2- Agenda



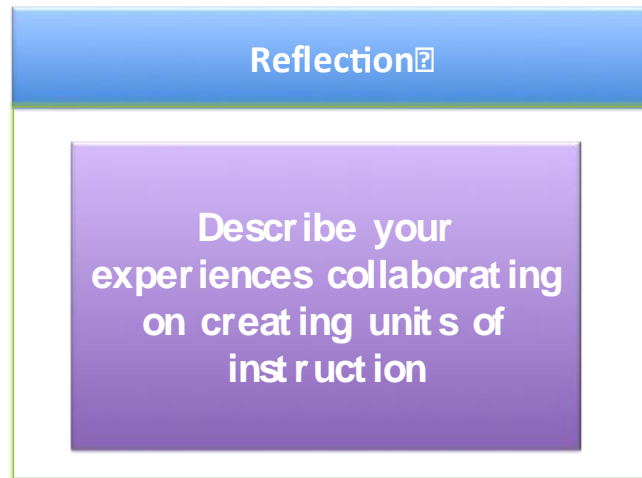
Review the materials that will be used:

1. KYAE Common Core Standards – English Language Arts
2. Handouts 1-11
3. Four Units of Instruction created by participants in Unit 2A

Review the Agenda.



PPT #3- Reflection

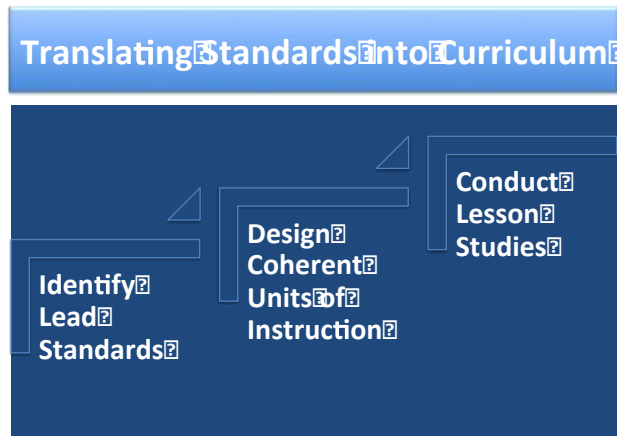


Circle Exercise

1. Instruct participants to form an open circle with chairs.
2. Place an object referred to as a talking piece in the center of the circle.
3. Display the question on the slide.
4. Each participant will answer the question.
5. A participant will volunteer to take the talking piece and answer the question and pass the object to the person on their right.
6. That person will answer the question and pass the object to their right. This process will continue until everyone has had a chance to answer the question.
7. If someone is not ready to answer they may skip, however, they the object will return to them to answer the question. Everyone is to answer.
8. As each person answers, everyone should listen and not respond. The purpose is for each person to have a chance to express his or her thoughts without interruption.
9. The ground rules of how the process is to take place should be explained before the first person answers the question.
10. After everyone has answered, the facilitator may mention that the Circle may be used with students to engage them at the beginning of class.



PPT #4- Translating Standards into Curriculum



Last month, you chose a grade level that best represented the level of learning for most of your students. You identified the lead standards in all strands for that grade. Next, you clustered lead and supporting standards in order to develop four coherent units of instruction.



How does identifying lead standards and developing coherent units of instruction benefit instructors and students?

If participants mentioned some benefits during reflection, you may want to mention those.



PPT #5- Objectives

Lesson Targets (Objectives)



1. *Identify the difference among standards, units, lessons, objectives, and activities*
2. *Create a lesson objective*
3. *Review the process for creating a lesson study and a lesson plan*
4. *Evaluate a lesson plan*
5. *Wrap-up*



Refer to **HO #1 – Course Map**.

Refer to the Course Map. Review the goals, objectives, and activities. In the previous face-to-face session participants completed Unit 2A. For this session, participants will complete Unit 2B. Unit 2B includes two parts: a face-to-face session focusing on the process of completing a lesson study followed by a job-embedded activity of completing a lesson study with their team, delivering the lesson to their students, debriefing, and revising the lesson.

KYAE Common Core Standards PD FY 2012-2013
Translating Standards into Curriculum
Course Map

Handout #1

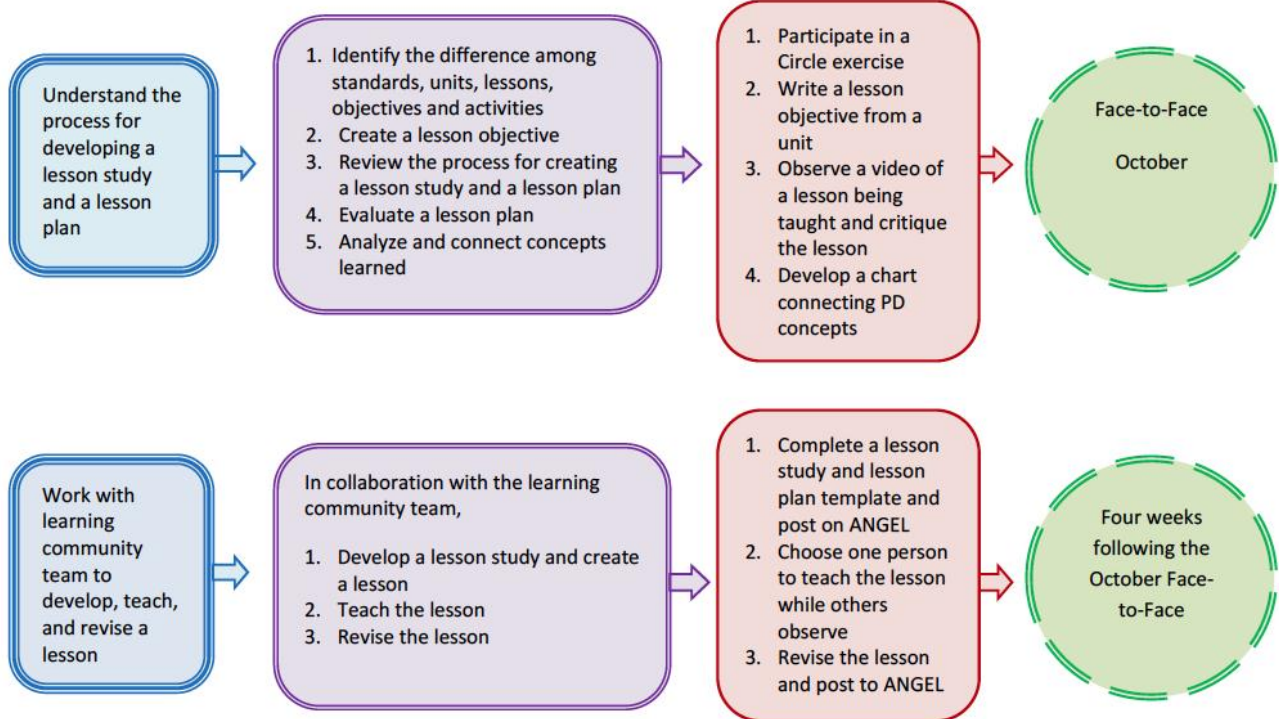
Learning Communities Unit 2B

Course Goals

Course Objectives

Activity

Timeframe



Anticipatory Set (Fostering Connection)


Timeframe: 5 minutes



PPT #6- Conducting Lesson Studies

Conducting Lesson Studies

Provides instructors with opportunities to share, test, and refine lessons built from units of instruction in collaboration with their peers.



(SIA Guide 2-5)



The key to the Lesson Study process is to collaborate with members of your staff to examine lessons and refine them to assure they are standards-based reaching program and student goals.



PPT #7- Conducting Lesson Studies: Purpose

Conducting Lesson Studies

Purpose

- Prompts thinking beyond the classroom to the needs of the program
- Creates and refines lessons to meet explicit instructional goals
- Allows instructors to gain insights from one another and become more reflective about their practice
- Stretches instructors' practice and provides them with opportunities to experiment with new ideas

(SIA Guide 2-5 & 7)



"The benefits of a Lesson Study to instructors are many. Because many observers experience the lesson simultaneously, a Lesson Study allows instructors to become more reflective about their practice. A Lesson Study is another example of staff development that builds on what teachers do, giving them the opportunity to learn by doing the real work of teaching in cooperative workgroups ---with the added bonus of helping them to become more comfortable observing and learning from one another." - SIA Guide Unit 2-7

Teaching and Learning (Information and Modeling)

Timeframe: 5 minutes



PPT #8- Conducting Lesson Studies: Process

Conducting Lesson Studies Process

1. *Within your team, choose a goal for the Lesson Study and place it within a unit of instruction*
2. *Create the lesson*
3. *Observe a member of the team teaching the lesson*
4. *Debrief and revise the lesson*
5. *Re-teach, debrief, and refine*

(SIA Guide 2-18 – 21)



A Lesson Study is a process for teachers to:

- a) *plan a unit of study together,*
- b) *observe selected lessons to be sure instructional goals and strategies are effective, and*
- c) *support each other through constant conversation and modification.*

The end result is better teaching methods and high expectations.

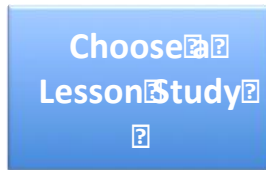
The first step in completing a lesson study is to identify an instructional goal for the lesson study. A goal may be determined by identifying gaps in student achievement. Examples of a goal may be to increase students' independent thinking, write an essay, or compare and contrast more than one text.

Guided Practice (Increasing Understanding and Developing Skills)

Timeframe: 40 minutes



PPT #9- Choose a Lesson Study Goal



1. *What skills and knowledge do you want to foster in students attending your program?*
2. *What information may you access to determine students strengths and needs?*
3. *What gaps do you see between necessary skills and knowledge and how students actually perform in your program?*
4. *What gap in students' performance is the highest priority?*

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Refer to **HO #2 – Lesson Study Template**.

Explain that the template is the tool they will be using to guide the lesson study process. It will be individual to their program.



Explain to participants that they will work as a team to identify an instructional goal for their lesson study. They should keep mind the needs of the students they will be teaching following the face-to-face session. The questions on the slide will assist participants in determining their goal.



Provide each team with a piece of flip chart paper and a marker.

1. On a piece of flip chart paper, draw a target with four rings.
2. Instruct participants to write the answer to each question from the slide on the flip chart paper.
 - Write the answer to question #1 on the most outer ring of the target,
 - The answer to question #2- on the next ring closer to the center,
 - The answer to question #3- on the next ring, and
 - The answer to question #4 should be in the center of the target (They do not need to write the questions, just the answer). This will become the targeted goal for their instruction.
4. Develop a goal for their lesson study based on the answers to the questions and write it on the back of the flip chart paper.

Give participants 15 minutes to complete.

Upon completion, ask participants to share goals and explain a rationale for their goal.

Ask participants to write the goal they developed for their team on the lesson study template.

Template for Lesson Study

Class to be observed: _____

Goal of the Lesson Study group:

Unit of instruction:

Name and objectives of the lesson being studied:

Lesson relates to the unit in the following ways:

Lesson relates to the Lesson Study goal in the following ways:



PPT #10- Situate the Goal within a Unit of Instruction

Situate Goal within Unit of Instruction

- ◆ *Reflect and come to a consensus on a unit of instruction (drawn from the completed units of instruction) in which to situate the lesson.*
- ◆ *What are your students strengths and needs with respect to this specific unit of study*
- ◆ *Purpose is to gain a shared understanding of where their students are experiencing difficulty, so the lesson will meet their needs.*

SIA Guide Unit 2-18



Refer to **H0 #2 Lesson Study Template**.



The next step of the lesson study process is to examine the units of instruction that you developed in Unit 2A and determine which unit contains standards that address the goal. Examine your units and come to a consensus on which unit to situate the goal. If the goal, for example, is to write better essays, then situate the goal in a unit that addresses essay writing.

Instruct participants to write the unit identified on the Lesson Study template – H0 #2.



PPT #11- Units and Lessons



Unit

A road map of lead and supporting standards clustered in a meaningful way to reach a learning destination

Lessons

A series of targets the student must reach within a unit. They are sequenced to engage and scaffold the student into arriving at the unit destination.

Each lesson develops around selected lead and supporting standards to focus and measure student acquisition of knowledge and skills.



The next step in the lesson study will be to create a lesson. Before you create a lesson from your unit of instruction it is important to identify the difference between a unit and a lesson.

A map may be used as a metaphor for units and lesson.

- *The units of instruction is a road map of lead and supporting standards, clustered in a meaningful way guiding students to the destination of the lead standards.*
- *Lesson objectives become the targets that a student must hit on the road map in order to reach the destination.*
- *Lesson plans, based on objective, are the tools and resources that a student may use in reaching the targets and ultimately the destination.*
- *Instructors may have different roadmaps that may lead to the same destination. The purpose of the lesson study is to come to a consensus with your team on the design of your roadmap.*

After you determine the unit of instruction that addresses the goal, you will engage in discussions with your team to gain a shared understanding of students needs related to the goals. This will assist you in assuring the lessons you develop within your unit will address these needs and goals.

Break

Timeframe: 15 minutes

Anticipatory Set (Fostering Connection)

Timeframe: 15 minutes



PPT #12- When you enter a classroom...

When you enter the classroom,
how do you approach your
teaching?



What questions do you ask
yourself?



As we begin to think about the lesson objectives for a unit, we first should think about the questions we ask ourselves to determine what we will teach.

Instruct participants to individually write an answer to the questions: “When you enter the classroom, how do you approach your teaching?” and “What questions do you ask yourself.

Give participants a few moments to think of a few questions



PPT #13- Begin with the end in mind.

Begin with the end in mind

Are you asking...

- What activities will I have them do?
- What books will I use?
- What assignments will I give them?
- What will I do about my student, who shows up late and leaves early?

Or are you asking...

- What will my students learn today?
- To what degree will they learn it?
- What is the best way to teach them how to learn it?
- How will I know they learned it?
- What will be their purpose for learning it?



Reeves, Ann R. (2011). Where Great Teaching Begins. SC: Alexandria, VA.



When you identified lead standards and developed units of instruction, you had to determine what knowledge and skills you wanted to see your students demonstrate upon completing the unit. In order to develop lessons, we must begin with the end in mind on a smaller scale. You will need to determine knowledge and skills you want to see your student demonstrate at the end of each lesson that will assist them in reaching the standards of the unit

When preparing lessons do you ask yourself... (Read under the heading “are you asking...”) *Or are you asking... (Read underneath, “or are you asking...”)*

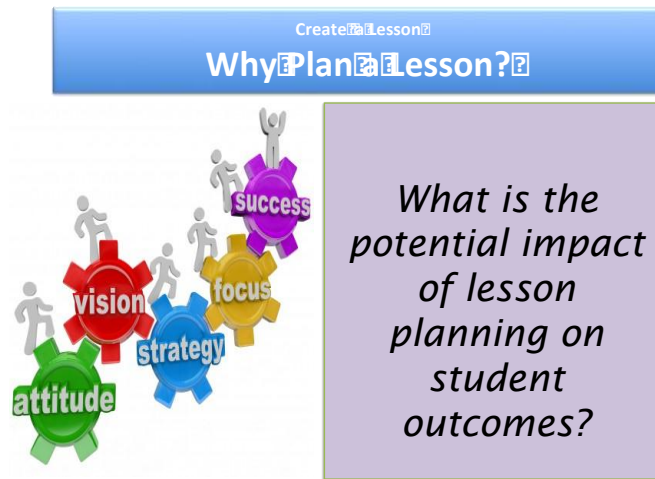
If we want to develop a lesson target that will assist students in arriving at their destination, we must begin with the end in mind. Instead of focusing on the activities and tools, we need to focus on the skills and knowledge we want to observe them demonstrating.

According to Wiggins and McTighe, authors of Understanding by Design (2005), “Too many teachers focus on the teaching and not the learning. They spend the majority of their time thinking, first, about what they will do, what materials they will use, and what they will ask students to do rather than first considering what the learner will need in order to accomplish the learning goals.”

What we do in the classroom and how we do it, must be linked to the outcome that we want to see. However, we first must identify that outcome. We need to specifically identify the desired results we want to see at the end of the lesson.



PPT #14- Why Plan a Lesson



What is the potential impact of lesson planning on students?



Ask participants to discuss with their team the impact of lesson planning on student learning outcomes.

Ask participants to share responses. Write responses on a flip chart.



PPT #15- Why Plan a Lesson

Create a Lesson
Why Plan a Lesson?

- ◆ *Identifies specifically what should and shouldn't be taught in a class*
- ◆ *Encourages the teacher to think more deeply on specific needs of each student in the class*
- ◆ *Provides an excellent basis for discussion among peers*
- ◆ *Invites teachers to be innovative and consider a variety of approaches*
- ◆ *Helps teachers to be more prepared and feel more confident*
- ◆ *Deepens teacher's own knowledge and skills*
- ◆ *They can be shared*
- ◆ *Provides a good record of what is happening in the classroom*

(System for Adult Basic Education Lesson Planning Resource Guide 2008)

Display the heading of the slide first, "Why Plan a Lesson?"




Ask participants to brainstorm with their team the benefits of lesson planning for the instructor. They should list as many as they can in two minutes.

Display the remaining points on the slide. Ask participants to identify any benefits they identified that are not on the list.

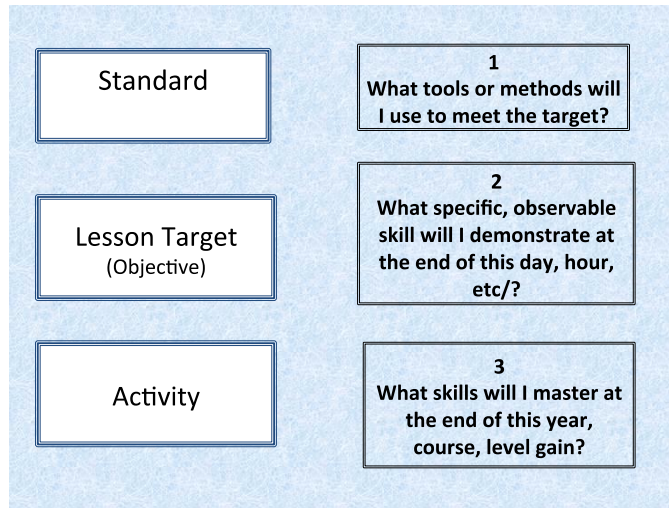
Teaching and Learning (Information and Modeling)

Timeframe: 15 minutes

 The next step is to determine lesson objectives for our unit. We have determined the difference between a lesson and a unit. Before we begin to develop lesson objectives, we need to distinguish the difference among a standard, a lesson target, and an activity.



PPT #16- Standard, Lesson Target, or Activity



Ask participants to read the words on the left and match them to the questions on the right.

Click on each word and the definition. The word that matches the definition will appear in the same color.

- Standard = box 3
- Lesson Target = box 2
- Activity = box 1

Explain the difference among a standard, lesson target, and an activity.

- Standards are the ultimate outcomes that a student will reach at the end of a designated time period such as a unit of study, class, or the GED.
- A Lesson Target or objective is what an instructor may observe a student know or do at the end of a lesson.
- An activity is a tool that a student may use to reach the target/objective.



PPT #17- Lesson Targets

Create Lesson Lesson Targets	
Learning Target	Activity
At the Beginning...	At the Beginning...
Teacher Tasks,	Teacher Tasks,
What will we be learning today?	What will students be doing today to show they learned it?
At the End...	At the End...
Student Tasks and Answers:	Student Tasks and Answers:
What did I learn?	What did I do to show I learned it?



When thinking about developing a learning target, the teacher should be able to ask and answer, "What will we be learning today?" At the end of the lesson, the student should be able to ask and answer, "What did I learn?"

When developing a learning activity, the teacher should be asking, "What will students be doing to show they learned it?" The student should be able to ask and answer, "What did I do to learn it?"



PPT #18 – Standards, Learning Targets, and Activities

Standard	1 Identify the similarities and differences between the viewpoints of two authors
Lesson Target (Objective)	2 Complete a Venn Diagram showing the similarities and differences between the views of two authors
Activity	3 RI 6.9- Compare and contrast one author's presentation of events with that of another

Ask participants to match the word with the example.

Click on the word and example to highlight the answer.

- Standard = 3
- Lesson Target = 1
- Activity = 2



PPT #19- Criteria for an Effective Target

Criteria for an Effective Target



Compare and contrast the following two objectives:

Students will be able to:

- a. Understand word relationships by completing a vocabulary graphic organizer*
- b. Determine antonyms and synonyms of three unknown words in a text*

Which one is more effective and why?

Instruct participants to discuss with their teams...



Which of the two targets are more effective and why?

- Give participants about 3 minutes to discuss.
- Ask each team to identify which one they chose and why.



PPT #20- Criteria for an Effective Target

Criteria for an Effective Target



- ✓ *Describes what the student will do - not what the teacher will do*
- ✓ *Contains a skill, content, and condition*
- ✓ *Identifies a cognitive level of thinking (Bloom's or DOK)*
- ✓ *Clear and specific*
- ✓ *Focuses on thinking*
- ✓ *Measurable*
- ✓ *Mastery can be demonstrated and visualized*
- ✓ *Describes a learning outcome rather than an activity*

Review the slide.



After reviewing the criteria, which of the two targets do you believe is more effective? Did you change your answer?

The second target may be more effective because:

- *The action verb in the first target, "understand," is much more difficult to observe than "determine" in the second target.*
- *The first target describes an activity rather than a knowledge or skill learning outcome.*



Criteria for an Effective Target



"Hey, Dad! Come and see how I can identify metaphors in this poem!"

"Hey Mom! Wanna hear me define a metaphor?"

"Hey Grandma! Listen to this great metaphor I came up with!"



The "Hey, Dad" test may assist you in determining if a target meets the criteria.

Review the slide.



In creating targets consider the following:

1. Ask, "What learning will I be able to observe?"
2. You may have more than one target for a lesson (recommended not more than three).
3. Targets do not need to identify every skill that will be taught but rather the outcome of the lesson.
4. There may be more than one standard addressed in a lesson.

Guided Practice (Increasing Understanding and Developing Skills)

Timeframe: 30 minutes



PPT #22- Create Lesson Targets

Create Lesson Targets



Write a standards-based target (objective) from your unit

1. Review the Lead and Supporting Standards
 2. Brainstorm the skills needed to master the standards
 3. Sequence and chunk the skills
 4. Identify lesson targets and write them using Bloom's Taxonomy
 5. Choose a target or targets of focus for one lesson
 6. Identify the Lead and Supporting Standards related to that target
- Using Lesson Target Criteria, write the Lesson Target(s)



Model how to write a learning target following the process above using a unit already developed.

Instruct participants to write a learning objective from unit they chose for the lesson study following the directions on the slide.

Give participants 30 minutes to complete the activity.

Provide support and feedback to participants as they write a target.

Ask each participant to share a target they developed and discuss how they meet the criteria.



Review the criteria for developing a target.

- ✓ Describes what the student will do - not what the teacher will do
- ✓ Contains a skill, content, and condition
- ✓ Identifies a cognitive level of thinking (Bloom's or DOK)
- ✓ Clear and specific
- ✓ Focuses on thinking
- ✓ Measurable
- ✓ Mastery can be demonstrated and visualized
- ✓ Describes a learning outcome rather than an activity

Lunch

Timeframe: 60 minutes

Teaching and Learning (Information and Modeling)

Timeframe: 15 minutes



PPT #23 – Key Characteristics of an Effective Lesson

Key Characteristics of Effective Lessons

1. Content of lessons is aligned to the standards.
2. Cognitive level of lessons is aligned to the standards.
3. Lessons are relevant, contextualized, and interactive.
4. Content is organized into a coherent sequence of learning.
5. Students are assessed and instruction adjusted as needed.

(SIA Guide Unit 2-31)



Refer to **HO #3 – Key Characteristics of Effective Lessons.**



Now that we have our target (our destination identified), we need to determine how we will design our lesson. What info, tools, and resources will we provide our students so that they can reach the destination?"

Review the key characteristics of effective lessons.



Does anyone have anything to add?

Key Characteristics of Effective Lessons

Effective lessons align the *content* of lessons to standards:

- I. Lessons structure content around core ideas or central concepts rather than simply following the order of presentation in the textbook or other resources.
- II. Instructors explicitly communicate goals to students. They identify the knowledge or skills the lesson is trying to foster (e.g., increased accuracy, speed, generalization and application, assembling elements into larger wholes).

Effective lessons align the *cognitive level* of lessons to the standards:

- III. Instructors offer sequences of questions (e.g., closed-ended and factual at first, then open-ended and at higher cognitive levels) to stimulate student thinking and check understanding.

Effective lessons are *relevant* to students:

- IV. Lessons are contextualized and connect to broader goals and objectives; issues of personal relevance to students, with attention to the real needs of adult students; and authentic problems or issues in everyday life.
- V. Instructors emphasize interactive discourse and active learning (e.g., minimizing use of solitary seatwork, extended lectures, or teacher talk). They reinforce instruction with small-group work with clear goals and individual accountability.

Effective lessons address content in a *coherent sequence of learning*:

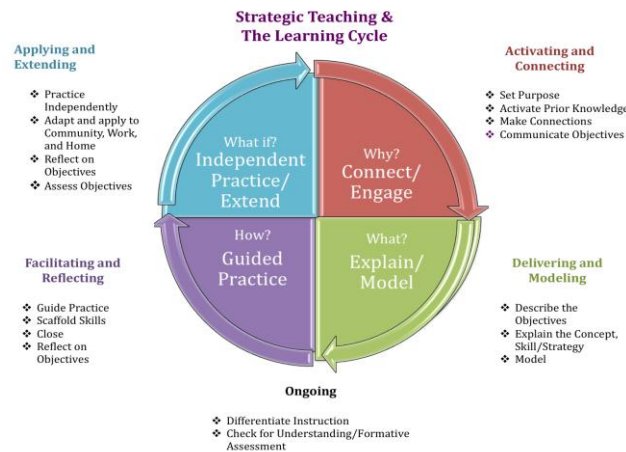
- VI. They address specialized vocabulary, background knowledge, and prerequisite skills required for mastery of the subject matter.
- VII. They break complex skills or bodies of information into components. They teach each component systematically and in sequence and then synthesize components so students are aware of the whole.
- VIII. They model skills and concepts, gradually withdrawing support as students become capable of independent performance. They offer multiple practice and application activities that juxtapose different examples with the same defining features, so that students can generalize and learn to distinguish "same or different" for new examples; and develop opportunities for learning transfer and show inter-relationships among problems, including giving students ample opportunity to solve structurally similar problems.
- IX. Instructors follow assignments with reflection or debriefing activities. They provide closure by reviewing all points, drawing the ideas together, and previewing the next lesson. They encourage students to reflect on what they learned, how they will apply it, and questions they still have.

Effective lessons assess students' level of understanding during the lesson:

- X. Instructors determine that students have mastered the material before introducing new ideas. They provide detailed feedback to correct misunderstandings and reinforce learning, supplemental instruction when insufficient learning occurs, and extra learning opportunities for those ready for a further challenge.



PPT #24– Strategic Teaching and the Learning Cycle



Refer to **HO #4– Strategic Teaching and The Learning Cycle.**



Our lessons can be based on the Cycle of Learning. When learning, we need to be able to ask and answer, “Why am I learning this,” “What am I learning (knowledge, skills),” “How do I demonstrate it,” and “What if I apply it to various situations, texts, etc.”

Strategic teaching is an effective model that coincides with the learning process.

- *The first step is to activate students’ prior knowledge and connect them to the learning – Answers the question, “Why am I learning this?”*
- *The second step is to deliver the content and model – Answers the question, “what knowledge and skills am I learning?” and “What does it look like?”*
- *The third step is to facilitate guided practice. – Answers the question, “How do I demonstrate my learning?”*
- *The fourth step is to facilitate independent practice and provide opportunities for the student to extend skills and knowledge to real-world experiences. – Answers the question, “What if I apply these knowledge and skills?”*



Refer to **HO #5 – Lesson Planning Template.**



The lesson-planning template is one example of a lesson-planning tool that follows the strategic teaching cycle. You may plan your lesson by answering the questions on the template. A teacher may plan a lesson by answering the questions on the template. Has the student been engaged by knowing the purpose of the learning and how it relates to other learning, their goals, or real-world experiences? Is the student clear on the knowledge and skills to be learned and how to perform them? Have the students seen them performed? Has someone watched them perform them and provided feedback? Has the instructor checked for understanding throughout the learning? Are the students able to perform the skills on their own?



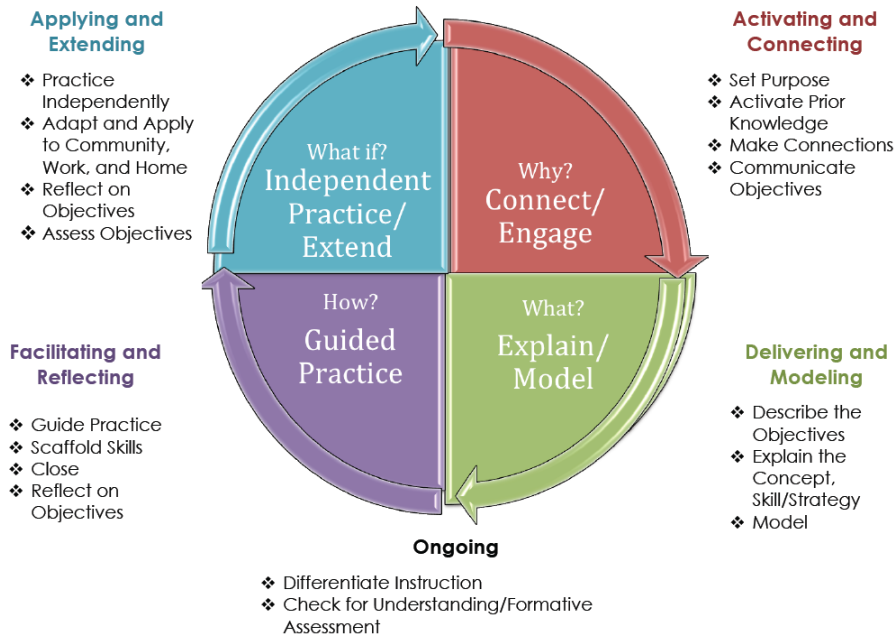
- *An assessment should be developed after the objective and tied to the objective (target). It is the activity that the student will complete to show they learned the objective.*
- *Checking for understanding or formative assessment should be conducted throughout the lesson.*
- *Activities may be differentiated and relevant to the student.*
- *If time, discuss checking for understanding and formative assessment. (i.e. Questions on the Strategic Teaching Guide developed to go along with this).*

For this PD, the focus will be on the content of the lesson not the instructor.

Further resources for developing activities and checking for understanding in each of these areas will be on the learning management system (ANGEL).

Strategic Teaching

Handout #4



Handout #5

KYAE Common Core Standards PD FY2012-13
Unit 2B

Template for a Lesson Plan

Lesson: _____ Unit: _____

Standard(s):

Materials:

Purpose of Instruction:

- ☐ What key concepts or skills will be taught?
- ☐ What objectives will I explicitly explain?
- ☐ What purpose for reaching objectives will I communicate?

Introduction & Explanation:

- ☐ How does the lesson capture students' attention?
- ☐ How does the lesson activate prior knowledge and make connections?
- ☐ How does the lesson make connections among the lesson objective(s), student interests, and previous classroom activities?
- ☐ What questions are identified to stimulate student thinking?
- ☐ How are the key skills and concepts **introduced and explained** (e.g., inductive method, mini-lecture, demonstration, notes, etc.)?

Modeling:

- ☐ How does the lesson **model** a skill or strategy for the students (e.g., exemplars, demonstrations, discussions)?
- ☐ How are complex skills or bodies of information broken into understandable components?

Guided Practice:

- ☐ How will students **practice** using the skill or concept targeted by the standard?
- ☐ Does the lesson gradually withdraw support as students become capable of independent performance?

Checking for Understanding:

- ☐ How does the lesson **evaluate** students' understanding and their readiness to move forward?
- ☐ How does the instructor correct misunderstandings and reinforce learning?
- ☐ What activities are identified for enrichment and remediation?

Reflection, Closure, & Connection:

- ☐ How does the lesson engage students in **reflecting** on what they have learned?
- ☐ What is used to **draw ideas together** for students at the end?

Break

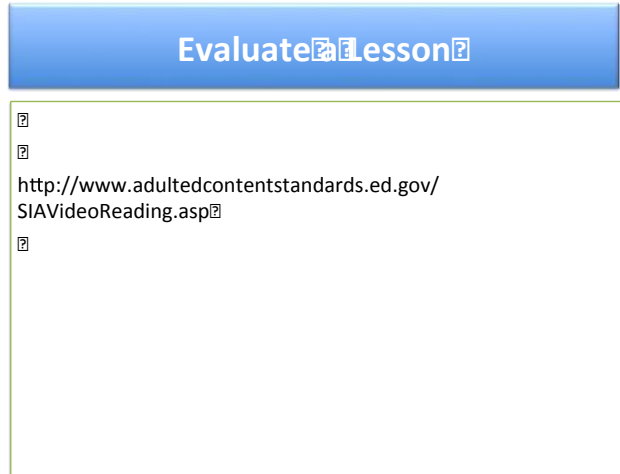
Timeframe: 15 minutes

Guided Practice (Increasing Understanding and Developing Skills)

Timeframe: 5 minutes



PPT #25 – Evaluate a Lesson



Refer to **HO# 6- Lesson Study Example – Tackling Texts.**

Refer to **HO #7 - Lesson Plan Example - Texts.**

Refer to **HO #8 – Lesson Plan Example – Tackling Texts.**



Following today's face-to-face session you will create a lesson, observe that lesson being taught, and make revisions to the lesson. Today, we will be providing an example of the process. Although you will not be creating a lesson today, you will view a lesson being taught and identify revisions to be made. Handouts 6-8 are examples of a lesson study, lesson plan, and text for the lesson you will be viewing.

Give participants 10 minutes to review the lesson plan. Instruct participants to identify strengths in the lesson plan and pieces they may do differently.



Show approximately 45 minutes of the video of an instructor delivering the lesson. Fast forwarding through some of the group work.

<http://www.adultedcontentstandards.ed.gov/SIAVideoReading.asp>



Instruct participants to watch the video and identify what is working and what they may do differently.

Remind participants to focus on whether the lesson provides instruction that targets student knowledge and skills in relation to the goals, standards, and objectives of the lesson – not on the teacher's abilities to deliver the lesson.



Refer to **HO#9 – Lesson Plan Example – Revision.**

Give participants 5 minutes to review the Lesson Plan Example – Revision.

Template for Lesson Study - Example

Class to be observed: Michelle N. Reading

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1. Goal of the Lesson Study group: Improve students' ability to write a well-constructed paragraph about what they read:

Writing well-constructed paragraphs based on what one has read is an important study and life strategy, yet writing to sources has proven quite difficult for our students. It requires them to summarize the main points and supporting details, eliminate insignificant information, generalize information or draw conclusions, and use clear, concise language to communicate the essence of the information. With practice, students can use these skills to clarify their thinking about content and help them monitor their understanding of the information they've read. Translating what one reads into writing increases student learning. It is also a skill that will often be called on in a variety of careers.

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2. Unit of instruction:
Unit 2, Key Ideas and Details

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3. Name and objectives of the lesson being studied:

Name: "Tackling Texts"

Objectives:

- Develop skill at summarizing main points and supporting details of notification text
- Know and apply elements of writing a well-organized paragraph
- Practice discerning the meaning of poetry
- Understand how to use context clues to determine unknown vocabulary
- Lesson relates to the unit (and standards) in the following ways:

The lesson relates to the unit "Key Ideas and Details" by focusing on students determining both the meaning of words and phrases as well as the overall meaning of a text—the main points and support details. The lesson includes reading nonfiction texts as well as poetry, providing opportunity for students to draw comparisons about different genres of

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texts and to use their understanding of those characteristics to interpret different kinds of texts. Students continue to review and practice learned reading strategies as well as review parts of a paragraph. They will then practice writing a well-organized paragraph based on their review.

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4. Lesson relates to the Lesson Study goal in the following ways:
Using writings by and about Langston Hughes, students practice their ability to draw meaning from what they read, summarize main points and supporting details, eliminate insignificant information, generalize information and use clear, concise language to communicate the essence of the information in their own words.

Workshop Lesson Study Lesson Plan
Reading Lesson

Tackling Texts

Langston Hughes Poem

Before reading the poem, discuss the following with a partner:

1. What is hope?
2. What are some things you hope for?
3. What would you do without hope?

Hope

Sometimes when I'm lonely,
Don't know why,
Keep thinin' I won't be lonely
By and by
Langston Hughes

After reading the poem discuss the following with a partner:

1. What does lonely mean to you?
2. Did Langston Hughes write his poem in complete sentences?
3. Explain. Did he use proper spelling and punctuation? Explain.

Langston Hughes Paragraph

Langston Hughes was one of the most influential African American writers during the Harlem Renaissance. He was born James Mercer Langston Hughes on February 1, 1920 in Joplin, Missouri. His parents separated when he was very young. As a lonely child, he turned to books for comfort. Hughes published his first poems in high school and went on to publish his writing until his death in 1967. Many would argue that Hughes is one of the most important writers of the Harlem Renaissance.

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Selected Poems of Langston Hughes

Dream Deferred

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore-
And then run?
Does it stink like rotten meat?
Or crust and sugar over-
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?
Langston Hughes

Still Here

I been scared and battered.
My hopes the wind done scattered.
Snow has friz me,
Sun has baked me,
Looks like between 'em
Stop laughin', stop lovin', stop livin'-
But I don't care!
I'm still here!
Langston Hughes

Websites on Langston Hughes and the Harlem Renaissance

http://artsedge.kendy-center.org/exploring/harlem/faces/hughes_text.html
<http://postes.org/pages.php/pmlD/323>
<http://www.si.umich.edu/CH/CO/Harlem/>
<http://teachlink.edu.usu.edu/tlresources/units/Brynes-famous/hughes/html>

LESSON PLAN – Example**LESSON STUDY: TACKLING TEXTS****Lead Standard(s):**

The learner will summarize the **main points** and **supporting details** of a text.

The learner will recognize paragraph structure rules to:

- Identify the main idea and supporting details.
- Properly place a topic sentence in a paragraph.

The learner will recognize paragraph development rules to:

- Determine proper placement of transitions to maintain logical flow of ideas, sentences, or paragraphs.
- Remove, revise, or edit sentences that do not contribute to the coherence of the paragraph.
- Combine related ideas into one effective paragraph.
- Divide documents into appropriate paragraphs.

Connecting Standard(s):

The learner will draw conclusions based on evidence presented.

The learner will interpret **figurative language**, **symbols**, and **imagery**.

The learner will determine the meaning of unfamiliar words through context.

The learner will write an essay to:

- Demonstrate control of sentence structure.
- Observe the conventions of **Edited American English**.
- Exhibit varied and precise word choices.

Purpose of Instruction:

Key lesson objectives (key concepts and skills):

- Develop skill at summarizing main points and supporting details of nonfiction text
- Know and apply elements of writing a well-organized paragraph
- Practice discerning the meaning of poetry
- Understand how to use context clues to determine unknown vocabulary

Lesson objectives to communicate to students:

- Review and practice reading strategies
- Discuss the life and poetry of Langston Hughes

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- Provide background on the Harlem Renaissance and Langston Hughes.
- Review reading on Langston Hughes and ask students various questions.

Guided Practice:

- Handout Hope. Have learners complete handout in pairs. The class discusses answers. Instructor explains that the genre of poetry does not always follow the rules of writing.
- Review writing processes and parts of a paragraph. In pairs, learners will put the sentence of Langston Hughes Paragraph in order. Pass out answer sheet.
- Ask students to write paragraphs on Langston Hughes.
- Review how context clues can help learners figure out unknown vocabulary. Have learners complete Context Clues Handout.
- PreGED pp. 206-208
 - Read the questions on pp. 208, discuss highlighting information.
 - Instructor reads paragraph by paragraph, learners discuss with a partner, then class as a whole discusses.
 - Assign pp. 208 for homework (remind learners to re-read first).

Independent Performance:

- Ask students to write paragraphs independently about what they have learned or feel about Langston Hughes based on what they have read. Then ask students to share their topic sentences and, later, share their concluding sentences.

Evaluation of Student Understanding:

- Move around the room to check on student work.
- Ask students to read passages and then ask questions, such as:
 - What did you find out about Langston Hughes?
 - Why was he lonely?
 - What important time era was he involved in?
- Review student paragraphs and provide feedback to individuals and to groups of students as they read parts of their paragraphs aloud.

Enrichment:

- Additional Poems of Langston Hughes
- Websites on Langston Hughes and the Harlem Renaissance

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- Review parts of a paragraph and write a paragraph about Langston Hughes

Materials Needed:

- Handouts: America's Story: Langston Hughes, Hope, Context Clues, Selected Poems of Langston Hughes, Websites on Langston Hughes and the Harlem Renaissance
- Cut Langston Hughes Paragraph into sentences, one bag per pair; one answer sheet per student
- Copies of Langston Hughes poems

Introduction and Explanation:

- Begin lesson by asking a series of questions:
 - What is a book genre?
 - Is poetry a genre?
 - Do you ever read poetry?
 - What is the author of a poem called? [a poet]
 - What poets do you read?
 - Have you heard of the poet named Langston Hughes?
 - Where's Harlem?
 - What was the Harlem Renaissance?
- Remind students of studying literary genres in previous lessons.
- Use the poetry of Langston Hughes as a way to interest students.
- Explain key skills through mini-lecture about the background of Langston Hughes, questions and answers, and class discussion.

Modeling:

- Prompt discussions with questions.
- Read poems and factual information about Langston Hughes and discuss in pairs and then as whole group
 - Provide additional scaffolding for reading by giving students some prompts as they read Hughes' poetry:
 - What is hope?
 - What are some things you hope for?
 - What would you do without hope?
 - After reading the poem, provide additional prompts:
 - What does feeling lonely mean to you?
 - Did Langston Hughes write his poem in complete sentences? Explain. Did he use proper spelling and punctuation? Explain.

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Reflection, Closure, and Connection:

Ask students to add to their reflection folder by writing one fact they learned about Langston Hughes.

Go over homework assignments.

Standards-in-Action: Innovations for Standards-Based Education was produced under U.S. Department of Education, Contract No. ED-04-CO-0121/0001 with MPRI Associates, Inc. and subcontractor, Susan Pimentel, Inc.

Lesson Plan Example - Revision

August 4, 2010

Standards

Suggested Revisions:

- The standards that were cited and the ones that were covered were different. (For example, the students were not given the opportunity to read the paragraph and summarize it, rather the paragraph was read to them)
- Specify the standards that will be covered in the beginning of class to familiarize students with standards—phrase them in words that make sense to the students if the language of the actual standard is too technical, etc.
- Post the standards on the board, and leave them up there for the whole lesson.
- Target standards more throughout the lesson.

Purpose of Instruction

Suggested Revisions:

- Using the poems as the reading selections is a little distracting. Focus on reading paragraphs and summarizing what is in them, rather than the constructs of poetry.
- Focus on how what we are doing in the class session relates to what we will do for homework and then how the homework relates to the next class; focus on concepts that will be covered as well as providing the pages that will be covered.
- Address the fact that all students are not at the same level—while the reading selection was on target for some students, it might not have been for all students.
- Put the goal on the board and keep it there all day
- Explain the relevance of instruction (e.g. GED and life skills).
-

Introduction and Explanation

Positives:

- References to pre-requisite learning ("remember what?").
- The selection of a poet and the level of the poetry were appropriate for the group's reading level and the subject and the content engaged the students.
- Good explanation of what we would be doing first, second, and so on – providing a schedule, direction, road map or where we are going
- Provided explanation as to why the structure of poetry was different than other genres of writing (incomplete sentences, grammar).
- Explicit in presenting what kinds of activities the students were expected to do such as discussion of the topic, writing independently, working in pairs, etc.

Modeling

Positives:

- Defined words and phrases, students were given opportunities to engage prior knowledge, scaffolding.
- Posed follow-up questions, higher order questioning that makes students dig deeper into the topic.
- Instructor was organized and well-prepared

Suggested Revisions:

- The paragraph the students reorganized did not demonstrate details that supported the topic sentence. Instead, use a paragraph written by an author, break it up, and ask the students to arrange it, and explain why they arranged it as they did, and then show the author's original work and ask the students why the author arranged it that way, etc.
- Provide a group writing exercise first so lower-readiness students can actively participate.
- Use the word "summary" throughout the lesson since this is the skill they are trying to develop.

Guided Practice

Positives:

- Scaffolding built into the lesson and transfer of learning—students were asked to rely on prior knowledge, and were referred back to previous learning they had done in previous classes.
- Did a good job incorporating guided practice in the lesson, good mixture of approaches, such as a hands-on task for students with the sentence strips activity, writing, discussion, group, and independent activities.
- Focused on higher order questions as well.
- Instructor stopped and checked student understanding as they wrote.
- Students were given the opportunity to share their answers with the group.

Suggested Revisions:

- Provide a long enough text so that students have an opportunity to summarize what they are reading
- Have students read text aloud or to themselves (rather than hear it) for the summarizing activity.
- Increase in-class reading opportunities and ask students to identify the topic sentences, main points, supporting details, etc., of what they have read.
- Allow students to write and read out their full paragraphs, and allow them to compare and contrast the work they created.
- Leave more space between questions and student answers (e.g. three seconds).
- Instead of focusing on writing two types of paragraphs, such as fact and opinion, target reading strategies.
- In the sentence strip activity, provide longer, richer text, and include more sentences that don't belong so that the students have to discern what sentences to keep and which to remove.

Evaluation of Student Understanding

Positives:

- Provided opportunities for students to participate in the large groups.
- Assessed all students in a one-on-one manner.

Suggested Revisions:

- Provide an activity in which students match summary statements to paragraphs to see if they can identify which statements summarize which paragraphs.
- Include different strategies to ensure student understanding of reading.
- Make connections between less and what students will see in the homework.

Reflection, Closure, and Connection

Positives:

- Good connections were made to outside resources by suggesting the websites and going to the library, etc.
- Opportunities for reflecting supported reading, writing, etc.
- Started homework in class to help students when they continue the homework on their own.
- Reflection journal is a good idea.

Suggested Revisions:

- Refer back to the standards that were covered in class in the summary/closure portion of the lesson.
- Include stronger reflection prompts for the reflection journal activity. Ask students to reflect on the skills they learned and how they connect to other parts of their lives or how they felt they did on the activities, or whether their understanding of the skills and concepts changed, etc.

Independent Practice (Applying and Extending Knowledge and Skills)

Timeframe: 10 minutes



PPT #26 – Next Steps

Next Steps

In collaboration with your Learning Community Team

1. Complete Lesson Study and download it to ANGEL
2. Complete Lesson using a template of your choice (optional - review it using the Lesson plan template questions)
3. Choose an Teacher to teach the Lesson while others on the team observe
4. Revise the Lesson and post on ANGEL

Optional - Reteach the Lesson and revise or create another Lesson to observe

Review next steps with participants



Refer to **HO# 10 – Observation and Debriefing Guidelines.**

Review the guidelines with participants.

Remind participants that they are evaluating the lesson not the teacher.

Questions to Prompt Your Sharing:

1. What lesson planning policies are in place?
 - ◆ Are lesson plans required?
 - ◆ Is a particular format required?
2. How do your lesson plan templates measure up:
 - ◆ Against the Key Characteristics of Effective Lessons?
 - ◆ Compared to the SIA Lesson Plan Template?
3. Do you have ways to share lessons among instructors/programs?

Observation Guidelines:

1. Support the natural atmosphere of the classroom
 - ◆ Arrive early and remain in the classroom during the entire lesson to capture how the lesson is set up, its flow and conclusion.
 - ◆ Minimize your interaction with students, although contact is permitted if done discreetly and with the purpose of understanding what students are thinking and working on. Otherwise, asking questions or participating in activities can detract from your observations.
2. Circulate freely when students are working individually or in groups (if you cannot hear students or need to see their work); otherwise, move to the side or back of the room during whole-class discussion.
3. Assume the role of researcher—collecting data on the lesson—not as evaluator of the instructor.
4. Pay attention to student responses, including the level for student engagement, how students are constructing their understanding, strategies they use to solve problems, and patterns of student errors.
5. Pay attention to instructor-student interactions, including the types of student engagement.

Debrief Guidelines:

1. Review the lesson goals and objectives.
2. Focus feedback on the lesson, *not*, the instructor teaching the lesson.
3. Give the instructor who taught the lesson the first opportunity to offer reactions to the lesson.
4. Begin with the positive.
5. Be specific and provide evidence for observations.
6. Emphasize the idea that the entire group—not just the instructor who taught the lesson—is receiving the feedback.

Debrief Discussion Topics:

- Talk over observations:
 - ◆ Was the lesson goal clear?
 - ◆ Did the lesson sufficiently target the lesson goal?
 - ◆ Did the activities support achieving the goal?
 - ◆ Was the flow of the lesson coherent?
 - ◆ What did student responses or discussions indicate about what they were learning?
- Bring suggestions for improvement to whole group:
 - ◆ What worked?
 - ◆ What didn't work?
 - ◆ What could be improved?

Revise the Lesson:

- Given our goal, how could we strengthen the lesson?
 - ◆ Introduction and explanation of the concepts and skills?
 - ◆ Modeling the concepts and skills?
 - ◆ Guided practice?
 - ◆ Independent performance?
 - ◆ Evaluation of student understanding?
 - ◆ Reflection, closure, and connection?

Re-teach, Observe, and Debrief Again:

- Select another instructor to re-teach the revised lesson.
- Observe again (making notes on the lesson plan).
- Debrief:
 - ◆ Describe the relationship between the two lessons.
 - ◆ Focus on the revisions and how they relate to the goal of instruction.
 - ◆ Report on lessons learned.

Closure (Bringing it all Together)

Timeframe: 15 minutes



PPT #27 – Write a simile...

Write a simile for the phrase below..

A teacher without a target and lesson plan is like a...

A traveler without a destination or a map.

Display the first two lines.

Instruct participants to come up for a simile for “A teacher without a target and lesson plan is like a...”

Ask participants to share responses.



PPT #28– Questions

Questions?



HO #11 - ORID



Give participants about 20 minutes to complete the questions on the handout.

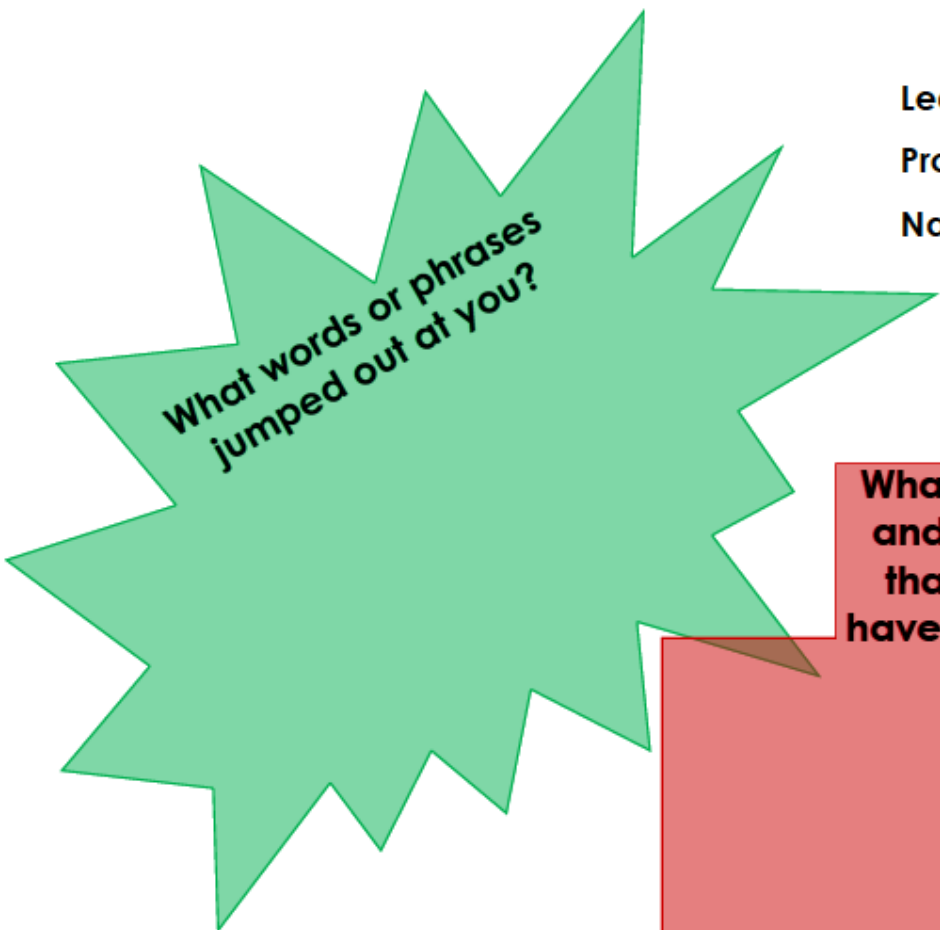
What words or phrases from today’s session jumped out at you?
What is the same and/or different than what you have been doing?
What are a few key points that you want to remember?
What is your next step in implementing this process?

Ask participants to share answers.

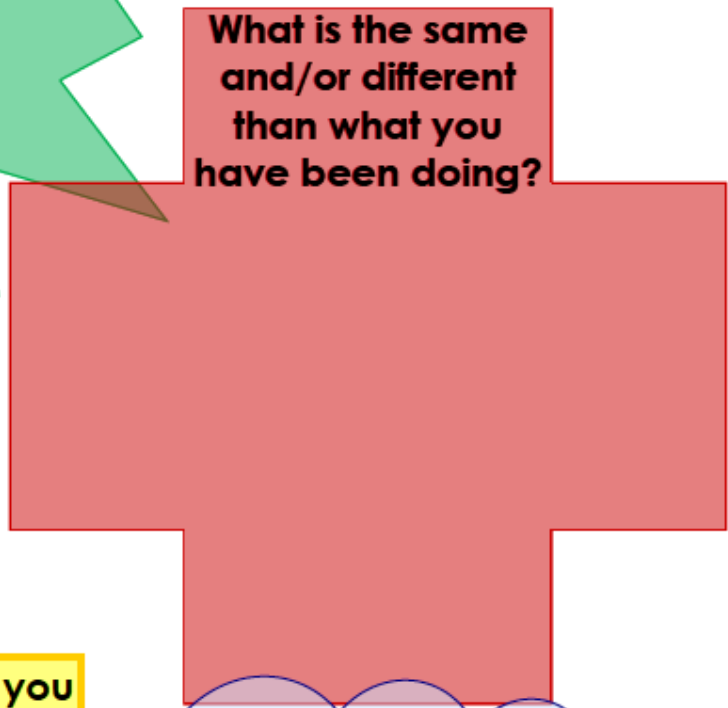
Learning Community # _____

Program: _____

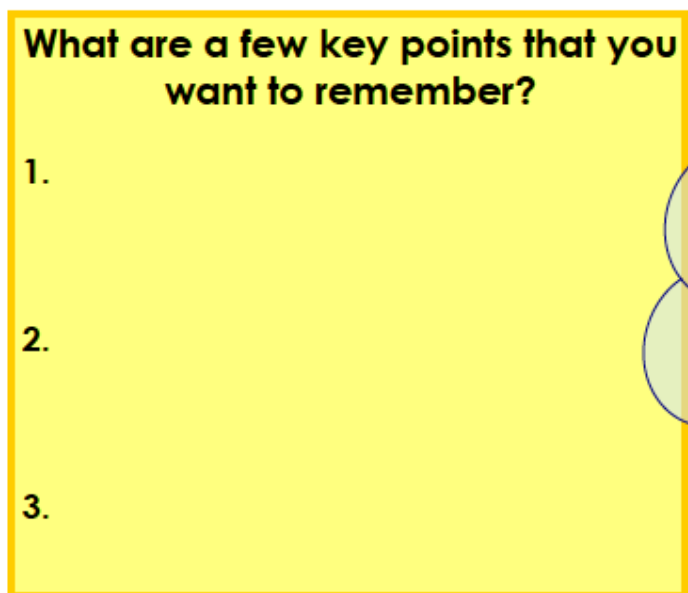
Name: _____



What words or phrases
jumped out at you?



What is the same
and/or different
than what you
have been doing?

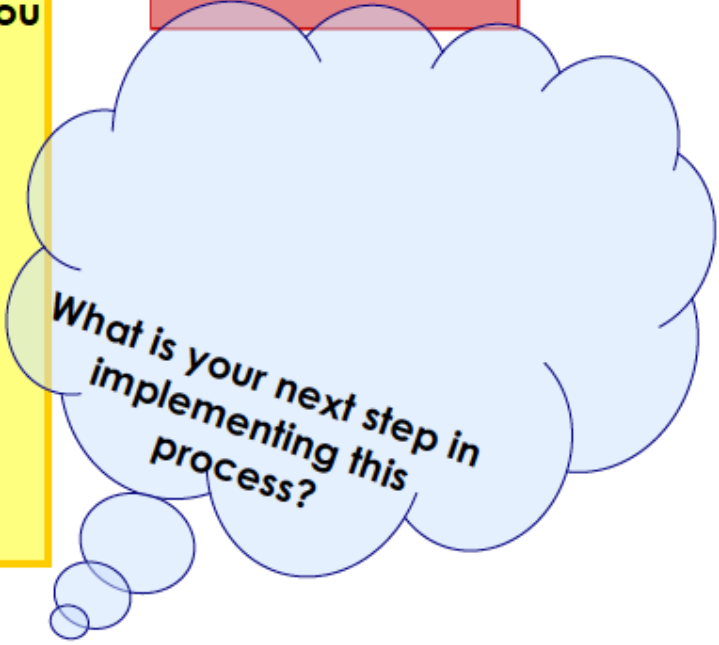


What are a few key points that you
want to remember?

1.

2.

3.



What is your next step in
implementing this
process?